



Assessment & Planning Workshop

June 5, 2018



Please find a seat with others from your department

WHO
LIVES
WHO
DIES
WHO
TELLS
YOUR
STORY
★



Introduce yourself to others

Assemble in groups of 3

Find 3 things you ALL have in common (not job related)

Exclaim “Who Lives, Who Dies, Who Tells Your Story” when you’re finished



Student Affairs Assessment Award



Assessment Team Members

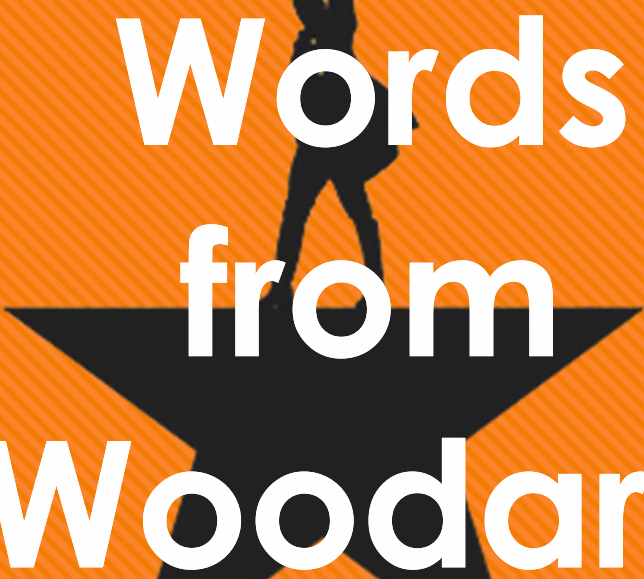
6.5.2018

Academic Advising	Ruthie	Spiers
Academic Support	Jaime	Miller
Accessibility	Heather	Hill
Assessment & Planning	Abby	Langham
Auburn Cares	Sarah Grace	Walters
Auburn Student Media	Billy	Ferris
Campus Recreation	Jennifer	Hazelrigs
	Shelby	Sims
Career Center	Addye	Buckley-Burnell
Cooperative Education	Jennifer	Hillis
Dining	Gwen	Ward
First Year Experience	Chris	Landry
	Chris	Wyckoff

Greek Life	Chris	Lucas
Health Promotion & Wellness	Eric	Smith
Medical Clinic	Lucy	Seagle
Parent & Family Programs	Tess	Gibson
Property Management	Amy	Mosley
Student Center	Andrea	Conti-Elkins
	Kathryn Ruth	Sasser
Student Conduct	Allie	Moran
Student Counseling Services	Kristee	Treadwell
Student Involvement	John Michael	Roehm
University Housing	Virginia	Koch
Veterans Resource Center	Vanessa	Darden

Today's Learning Outcomes

- As a result of attending this session, attendees will be able to:
 - Recall content concerning outcome writing, SACSCOC, CAS, and reporting techniques
 - Discuss findings from 2017-18 outcomes
 - Apply AU and Student Affairs priorities to support direction of future strategic plan elements
 - Construct operational action items from planning conversations
 - Report programs/services provided to students/faculty across campus
 - Discuss 2018-19 outcome drafts
 - Refine 2018-19 outcomes with insight from workshop

A silhouette of a person standing on a large, dark, five-pointed star. The person is in a dynamic pose, with one arm raised high and the other bent. The star is positioned in the center of the image, overlapping the text.

Words from Woodard



Strategic Planning Discussion



Installation Take Aways

Auburn will expand its role as a partnership university by advancing impactful and transformative research and scholarship.

- Improve quality of life and strengthen economic opportunity.
- Promote all forms of scholarly activity
- Expand its research and development programs to address some of society's most challenging issues

Installation Take Aways

Auburn will elevate its active engagement with the State of Alabama

- Delivering tangible value to the State through instruction and outreach
- Providing innovative solutions to social, economic and environmental issues

Installation Take Aways

Auburn is on the move

- Premier model of engagement; leading provider of instruction, research and creative scholarship.
- National reputation - students who engage, inspire and lead, research, and community engagement

Installation Take Aways

Auburn graduates will expand their distinguished reputation in the marketplace

- Produce graduates with ability to continue learning & harness the work ethic, responsibility, character and interpersonal skills to work in diverse settings.
- Provide students with opportunities to learn from people with a variety of backgrounds; strengthen investment in the values of the Auburn Creed; provide opportunities to test skills.

Installation Take Aways

Auburn will take student leadership to new heights

- Provide students real-world learning laboratories to gain leadership, compete in the marketplace, and make contributions.
- prepare students for interviews, team-based work, & management of resources; Provide multiple pathways of interest to cultivate these skills, and transform our students into leaders.

Installation Take Aways

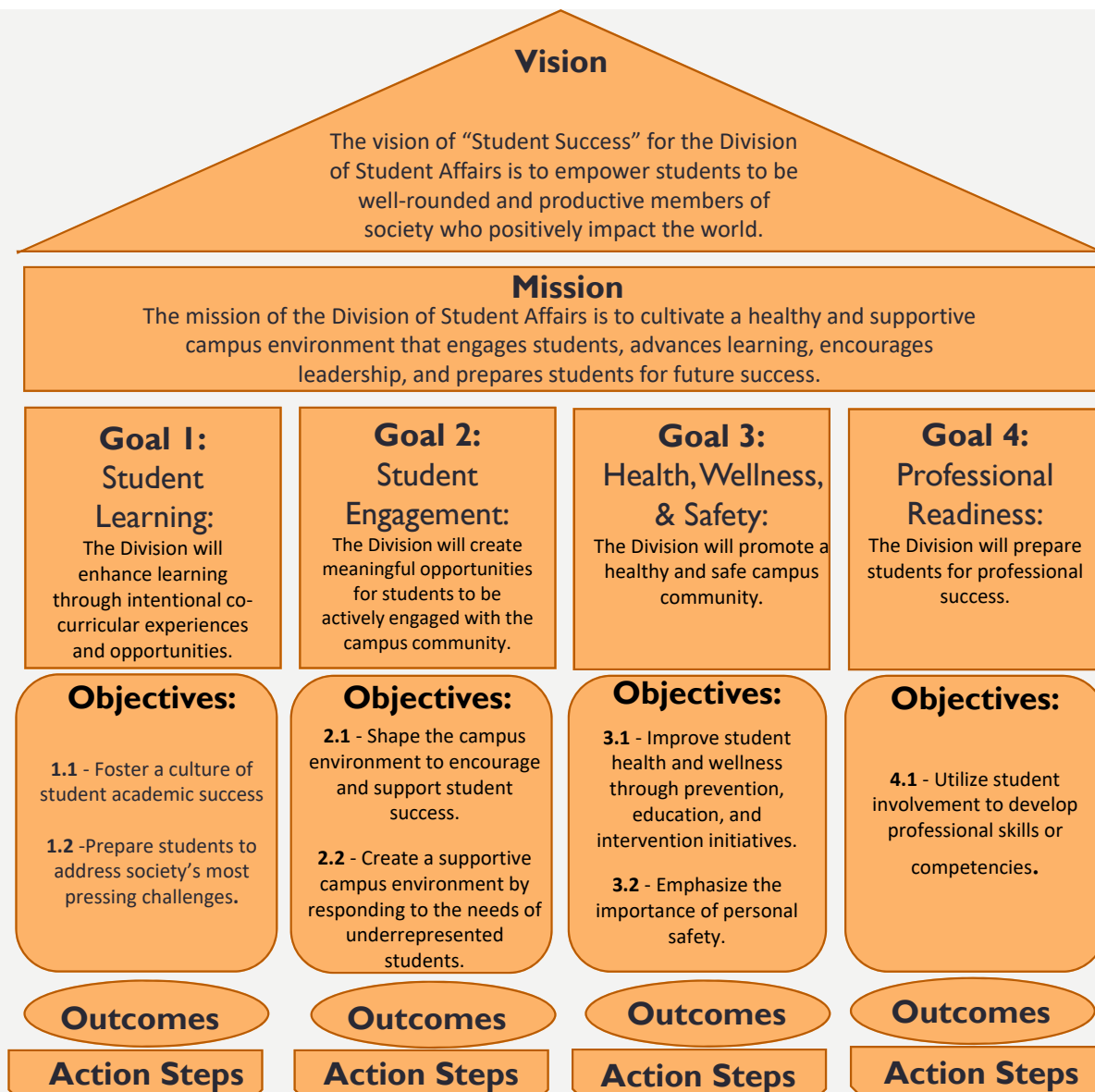
Auburn will continue to broaden its commitment to diversity and inclusion.

- Diversity and inclusion are integral to creativity and productivity.
- Foster diversity of thought, culture, interests, insights, knowledge and background.
- Increase higher education access through outreach and engagement in the State of Alabama

Division of Student Affairs Values

Hard Work	Commitment, Responsibility, Dedication, Perseverance, Helping Students Succeed
Education	Personal and Professional Development, Continuous Improvement, Knowledge, Developing Skills, Growth
Honesty and Truthfulness	Integrity, Mutual Respect, Transparency, Morals, Openness
Sound Mind, Body, and Spirit	Balance, Self-Awareness, Health and Wellness, Holistic, Care
Obedience to Law	Respect, Equality, Rights of all, Safe Environment, Inclusion
Human Touch	Compassion, Empathy, Service, Understanding, Caring
Service	Pride, Appreciation, Freedom, Acceptance, Civic Engagement
Auburn	Community, Family, Tradition, Pride, Excellence, Connection

SA 2013-2018 Strategic Plan Overview



Reflection of Strategic Plan Discussion - 2017

○ Themes for Goal language

- Action-driven
- Easy to read/rattle off
- Operationalize (what it is and also how it will occur)
- Simplify language

○ Themes for Goal topics

- Diversity/inclusion
- Empower/challenge students
- Career prep
- Impact campus, local, regional, societal levels
- Resilience/success
- Enhance out-of-classroom learning/how do we support academic success
- Engagement – campus and community
- Responsive programming for health, wellness, safety

NSSE 2017 Frequencies and Statistical Comparisons

Auburn University

Seniors

Seniors		Frequency Distributions ^a										Statistical Comparisons ^b						
												Your seniors compared with						
												Doc/Highest & Higher						
		Auburn		Southeast Public		Doc/Highest & Higher		Land Grant		Auburn		Southeast Public		Doc/Highest & Higher		Land Grant		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	74	18	6,225	15	12,747	16	3,370	17	2.4	2.6 ***	-.24	2.6 ***	-.18	2.5 *	-.11
		2	Some	159	40	13,401	30	26,271	32	7,311	35							
		3	Quite a bit	108	26	14,710	32	25,928	31	6,506	30							
		4	Very much	68	16	10,816	23	17,115	21	3,799	18							
		Total	409	100	45,152	100	82,061	100	20,986	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	20	5	3,170	7	5,728	7	1,191	6	3.1	2.9 ***	.21	2.9 ***	.24	2.9 ***	.19
		2	Some	78	19	10,934	25	21,038	26	5,161	25							
		3	Quite a bit	154	39	17,654	39	32,893	40	8,923	42							
		4	Very much	156	37	13,376	29	22,346	27	5,701	28							
		Total	408	100	45,134	100	82,005	100	20,976	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	30	7	4,230	10	7,546	10	1,552	8	3.0	2.8 ***	.18	2.8 ***	.21	2.9 **	.14
		2	Some	82	20	11,153	25	21,442	26	5,165	25							
		3	Quite a bit	150	37	16,736	37	31,444	38	8,407	40							
		4	Very much	146	35	12,917	28	21,438	26	5,811	28							
		Total	408	100	45,036	100	81,870	100	20,935	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	140	35	14,478	33	27,375	34	6,719	33	2.0	2.1 **	-.12	2.1	-.08	2.0	-.08
		2	Some	168	41	15,646	35	29,597	36	8,131	39							
		3	Quite a bit	64	16	9,475	20	16,849	20	4,314	20							
		4	Very much	34	8	5,441	12	8,008	10	1,774	9							
		Total	406	100	45,040	100	81,829	100	20,938	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	43	11	5,440	12	9,412	12	1,766	8	2.9	2.7 ***	.19	2.7 ***	.21	2.8	.10
		2	Some	88	22	12,591	28	24,245	29	5,792	27							
		3	Quite a bit	138	34	15,906	35	29,795	36	8,202	39							
		4	Very much	137	33	11,028	24	18,280	23	5,156	26							
		Total	406	100	44,965	100	81,732	100	20,916	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	101	25	8,321	19	14,489	18	3,189	16	2.2	2.4 ***	-.26	2.4 ***	-.25	2.4 ***	-.29
		2	Some	178	43	16,252	37	30,985	38	8,212	40							
		3	Quite a bit	91	23	13,170	29	24,580	30	6,696	31							
		4	Very much	36	9	7,160	15	11,541	14	2,780	13							
		Total	406	100	44,903	100	81,605	100	20,877	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

2017 LEADERSHIP RETREAT

WITH FOLLOW-UP NOTES FROM APRIL 2018 SALT MEETING



STRATEGIC PLANNING CONVERSATION

Office of Assessment & Strategic Planning

What is our Purpose?

From 2017 June Workshop

- Support students for holistic collegiate experience +++
- Develop life skills ++
- Prepare students for after graduation ++
- Help students cultivate long-term healthy behaviors +
- Provide a safe environment, home away from home +
- Challenge students to think differently +
- Offer services when students need additional support or fall on hard times +
- Develop students professionally
- Offer services to help them transition into college
- Retain students
- **Below - NEW ADDITIONS FROM 4.3.2018 SALT MEETING**
- Academic Success
- Safe/Supportive Spaces
- Cultural Competence
- Connections - Campus and Community
- Responsiveness to Parents

What do our Students Need?

From 2017 June Workshop

- Learning from failure/ persistence/resilience
+++++
- Ability to listen and respectfully disagree +++++
- Space to learn, grow, fail +++++
- Cultural shift away from substance and alcohol use
++++
- Healthy/safe habits +++++
- Career readiness/professional school preparation
+++
- Experience outside the classroom ++
- Coping skills ++
- Relaxation/Calming/Perspective (zoom out) ++
- Less parental involvement ++
- Practical skills for careers ++
- Opportunities +
- Understanding from us +
- Autonomy +
- Community
- Sense of belonging
- Understanding the importance of civility and empathy
- Diversity skill building
- Cheaper places to eat
- **Below - NEW ADDITIONS FROM 4.3.2018 SALT MEETING**
- Facilitate mentor connections
- De-stigmatize mental health/mental health resources
- Foster social connections/opportunities to make friends

What should we be aiming for (short-term)?

From 2017 June Workshop

- Educating where/how to get help +++++
- Retaining students by semester ++
- Partnering with stakeholders to create initiatives that will track student progress holistically to be able to address issue ++
- Enhancing DoSA presence on the university homepage ++
- Increase appreciation/relevance with campus/academic partners ++
- Maximize student contact +
- Sense of belonging
- Information needs to be easy to find with terms that are frequently used by students
- Tutoring; increase academic success
- **Below - NEW ADDITIONS FROM 4.3.2018 SALT MEETING**
- Unity of brand
- SA speaking same message, talking same common language
- Education of our areas (SA – internal)
- SA staff professional development
- Consistent hiring practices across SA

What should we be aiming for (long-term)?

From 2017 June Workshop

- Student resilience ++++++
- Increase diversity +++++
- Student retention ++++
- Student success +++
- Student graduation +++
- Career placement +++
- Post-graduation success +++
- Independence +
- Identity discovery and development
- Connection to classroom learning

- Unify ourselves to best serve students
- Grateful alumni
- Improving student wellness
- Divisional commitment to learning & responsiveness
- Culture of evidence
- Changing lives
- **Below - NEW ADDITIONS FROM 4.3.2018 SALT MEETING**
- Prepare staff to address polarizing student issues (e.g. Richard Spencer)



Indicate words/phrases
you'd like to see
incorporated into the next
SA Strategic Plan.

Respond at www.menti.com or and use the code 75 52 41

Text up to 10 entries per submission

Submit more than once if needed

No special characters

Anything with spaces counted as one entry/phrase



A black silhouette of a person standing on a large black five-pointed star. The person is wearing a suit and has their right arm raised high in a celebratory gesture. The star and figure are centered on an orange background with a fine, diagonal hatched pattern. The text 'Planning to Practice' is overlaid in white, bold, sans-serif font.

Planning to Practice



Planning to Practice

- *Within groups, at your seats, brainstorm overall themes and how to operationalize them.*
 - What overall themes are present?
 - How can each theme be operationalized?
- *Share your group's work on flip charts*
- *Discuss as a large group*



2017-2018 Outcome Reflection





Measuring a Culture of Evidence

Please Complete the rubric
while enjoying lunch



	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not planning-oriented</u> .	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning</u> exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking</u> .



Telling Your Story Refresher



Tell Your Story Bingo

- Listen to the assessment and planning questions
- Cover the correct answer on your Bingo card
- If your card does not contain the correct answer, do not cover anything
- When you have a row, column, or diagonal line covered **exclaim “Who Lives, Who Dies, Who Tells Your Story!”**

A black silhouette of a person standing on a large black five-pointed star. The person is wearing a suit and has their right arm raised in a celebratory gesture. The star and figure are centered on an orange background with a fine, diagonal hatched pattern.

SACSCOC Discussion



SACSCOC Overview

- 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional planning) [CR]
- 8.2: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
 - a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
 - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
 - c. **Academic and student services that support student success.** (Student outcomes: academic and student services)

SACSCOC Overview

- 12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. [CR]
 - That enhance the educational and personal development experiences of students at ALL levels;
 - Contribute to the achievement of teaching and learning outcomes;
 - Ensure student success in meeting the goals of the educational programs;
 - Provide an appropriate range of support services and programs to students at all locations
 - Academic support services may be appropriate for faculty as well as students

SACSCOC Questions to Consider

12.1

- How does the institution's organizational structure affect its delivery of academic and student support programs, services, and activities?
- What is the student body profile and do the institution's academic and student support programs, services, and activities serve all levels of students?
- How do the programs, services, and activities differ between undergraduate, graduate, and professional students?
- How do the academic and student support programs and services effectively promote the mission of the institution?

SACSCOC Questions to Consider

12.1

- How do students taking courses at off-campus instructional sites (including high school dual-enrollment sites) and branch campuses, or taking distance and correspondence education courses, access student support programs, services, and activities?
- What academic support programs, services, and activities exist for faculty?
- How does the institution ensure that its academic support programs and services are adequate and appropriate to the needs of its students and faculty?

Appropriate Programs/Services Exercise

In your department groups:

- Refer to the AU Vision/Mission Handout as you complete this form.
- Document programs/services for the following groups:
Undergraduate Students/Graduate Students/Faculty/Staff
- Consider academic and student support programs/services for on-campus and off-campus, distance, and in-person



2018-2019 Outcome Sharing





Making Connections



- Sometimes we hear:
- *“We saw this awesome program on Pinterest, Instagram, etc.”*
- *“We did this last year and it worked...”*
- *“I think it would be cool to...”*

- Instead, we need to ask questions similar to:
- Does the program actually solve the needs that our students have?
- How do we create meaningful learning outcomes that align with our involvement strategy to engage more students?
- How do we actually improve and assess events to get the results we’re looking for?
- Let’s broaden our mindset to:
 - What do students actually need?
 - What are students trying to learn?
 - What types of skills do they feel they lack?
 - How can we support our mission/vision/university priorities?

Making Connections

- As departments, refine prepared outcomes/create new outcomes to align with topics that emerged today.
- Turn in *all* outcomes for 2018-2019 to Abby.
- Please complete an evaluation.





Questions?



- Thank you for your participation.
- Please complete an Evaluation.

References

Auburn University Vision and Mission Statement. <http://www.auburn.edu/main/welcome/visionandmission.html>

Auburn University Student Affairs 2013-2018 Strategic Plan. <http://wp.auburn.edu/assessment/about-us/student-affairs-plan/>

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National Survey of Student Engagement. (2017). Engagement Insights: Survey Findings on the Quality of Undergraduate Education – Annual Results 2017. Bloomington, IN: Indiana University Center for Postsecondary Research.

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